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ABSTRACT

This participant's workbook is one component of an instructional package designed to aid in developing a model employability assessment and planning program for use in rehabilitation and education of persons with disabilities. "An Employability Development Model," outlines the career development and employability development process, major vocational task demands, and major factors influencing completion of vocational task demands. "Designing & Developing an Employability Assessment & Planning Program" offers a blueprint to develop the major components of the program, which include vocational choice, job acquisition, and job retention. Subsequent units focus in more detail on specific vocational choice, job acquisition, and job retention assessment and planning strategies. "Strategies for Empowering and Involving Consumers in the Assessment and Planning Process" offers worksheets for examining two strategies: Occupational Choice Strategy (small group approach) and Know Thyself (a one-to-one approach). (JDD)

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Participant's Workbook

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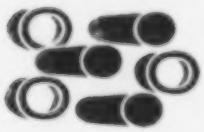

And Planning Program

In Rehabilitation & Educational Settings

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Developing an Employability Assessment And Planning Program

In Rehabilitation & Educational Settings

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Introduction

Importance of Employability Assessment and Planning in Rehabilitation and Education

Employability/Career Assessment is an important process to the rehabilitation of persons with disabilities. Therefore, we welcome you to an exciting activity. Your mission is to design a model employability assessment and planning program. You will be able to draw upon your own experience and the experience of others as you develop a comprehensive model that you may use to either build a program from scratch or, by using bits and pieces, to upgrade an existing program. Good luck.

YOUR TASK:

Design a Comprehensive
Model Employability Assessment
and Planning Program

Definition of Terms

1. Employability:

2. Assessment:

3. Employability Assessment:

4. Vocational Evaluation:

Unit I

An Employability Development Model

Career Development and the Employability Development Process

Career Development	Exploration	Establishment	Maintenance	Retirement
Employability Development	Vocational Choice	Job Acquisition	Job Retention	
Simplified Model	Choose	Get	Keep	

Notes:

Major Vocational Task Demands

During the Employability Development Process

Major Task Demands During the Vocational Choice (Choose) Process	Major Task Demands During the Job Acquisition (Get) Process	Major Task Demands During the Job Retention (Keep) Process
Select	Find	Adapt
Plan	Acquire	Retain

Major Factors Influencing Successful
Completion of Vocational Task Demands

Examples of Environmental Variables That May Affect Employability Development and Employment Outcomes

Personal and Immediate Environment:

Workplace Environment:

Community Environment:

General (at large) Environment:

The Environment

Factors Influencing Vocational Choice and Planning:

Factors Influencing Finding Employment Opportunities and Acquiring Work:

Factors Influencing Adapting to the Worksite and Maintaining Employment Over Time:

Examples of Work Related Competencies
(Person Variables) Needed to
CHOOSE, GET and KEEP a Job

Examples of personal characteristics and competencies needed to choose an appropriate occupational goal and plan to achieve that goal include:

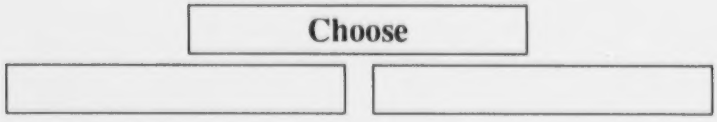
Examples of competencies needed to seek out and find employment opportunities and acquire a job include:

Examples of competencies needed to adapt to the workworld and maintain employment over time include:

Unit II

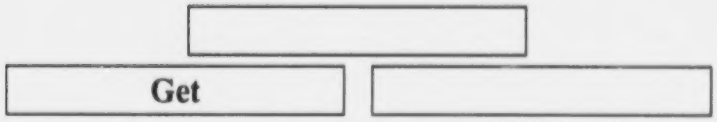
Designing & Developing an Employability Assessment & Planning Program

Using the Employability/Career Development Model as a Blueprint to Develop the Major Components of An Employability Assessment Program



Component A	Choose
Focus	Vocational Choice
Objective	Provide assessment programming designed to enable an individual to identify personal characteristics, attributes, and behaviors related to the selection of a vocational goal and plan services to facilitate the selection of an appropriate vocational goal.
Desired Outcome	Provide necessary assessment data that will enable a person to meet the employability development task demands of choosing an appropriate and suitable occupational goal and planning to achieve that goal.

Major Components of an Employability Assessment Program



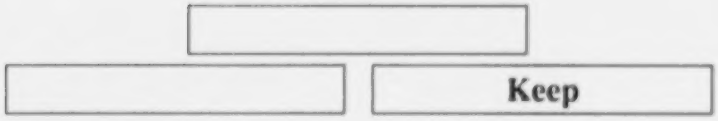
Component B Get

Focus Job Acquisition

Objective Provide assessment programming designed to enable an individual to identify strengths and limitations related to acquiring employment and plan/recommend services needed to facilitate the acquisition of work.

Desired Outcome Provide an assessment base for planning services that will enable the person to meet the employability development task demands of finding employment opportunities and getting a job.

Major Components of an Employability Assessment Program



Component C	Keep
Focus	Job Retention
Objective	Provide assessment programming designed to enable an individual to identify strengths and limitations related to maintaining employment and plan/recommend services needed to facilitate job retention.
Desired Outcome	Provides an assessment base for planning services that will enable the person to meet the employability development task demands of adapting to the workplace and maintaining employment over time.

Examples of Personal Attributes That Might be Assessed in an Employability Assessment Program

List Personal Attributes that relate to choosing an appropriate occupational goal and planning to achieve the goal:

_____

_____

_____

_____

_____

List Personal Attributes that relate to finding employment opportunities and acquiring a job:

_____

_____

_____

_____

_____

List Personal Attributes that relate to adapting to the workworld/site and maintaining employment over time:

_____

_____

_____

_____

_____

Unit III

Vocational Choice (Choose) Assessment & Planning Strategies

A Review of the Employability Development Tasks That Relate to Vocational Choice

Goal of Component A:

Factors that might be assessed include:

Assessment and planning instruments and strategies:

23

Vocational Readiness

Vocational Readiness/Vocational Maturity, what is it?

Why assess vocational readiness?

List strategies for assessing vocational readiness:

_____

_____

_____

_____

_____

_____

_____

The Employability Maturity Interview (EMI)

What it is:

Why use it:

When to use it:

How to use it:

- Conducting the interview:

- Scoring:

- Reporting:

- Planning:

Aptitudes and Interests

Why assess aptitudes and interests?

Strategies for assessing aptitudes and interests:

Using aptitude and interest data for planning:

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The Occupational Report (OR)

What it is:

Why use it:

When to use it:

How to use it:

- Obtaining the computer generated report:

- Uses:

27

Vocationally Relevant Personality Factors

Why assess personality factors?

Strategies for assessing vocationally relevant personality factors:

Using personality data for planning:

The Vocational Personality Report (VPR)

What it is:

Why use it:

When to use it

How to use it:

- Obtaining the computer generated report:

- Uses:

Functional Strengths and Limitations
(Personal Capacities)

Why assess personal capacities?

Strategies for assessing personal capacities?

Using personal capacities data for planning:

The Functional Assessment Inventory (FAI)

What it is:

Why use it:

When to use it

How to use it:

- Administration:
- Scoring:
- Reporting the results:
- Planning:

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The Personal Capacities Questionnaire (PCQ)

What it is:

Why use it:

When to use it

How to use it:

- Administration:
- Scoring:
- Reporting the results:
- Planning:

Work Temperament

Why assess work temperament?

Strategies for assessing work temperament?

Using work temperament data for planning:

The Work Temperament Inventory (WTI)

What it is:

Why use it:

When to use it

How to use it:

- Scoring:
- Reporting the results:
- Planning:

34

Other Personal Attributes and Characteristics Related to Vocational Choice

35

Summary

Employability Development Process:

- Vocational Choice (Choose)

Major Vocational Tasks:

- Select an Appropriate Occupational Goal
- Plan to Achieve Goal

Person Factors Influencing Task Completion:

- Self-Knowledge
- Work Knowledge
- Vocational Decision Making Skills
- Program Planning Skills

Examples of Person Attributes to Assess:

- Vocational Readiness
- Aptitudes
- Interests
- Vocationally Relevant Personality Factors
- Work Temperament
- Personal Capacities

Assessment and Planning Strategies:

- Employability Maturity Interview (EMI)
- Aptitude and Interest Instruments
- Occupational Report (OR)
- Personality Tests
- Vocational Personality Report (VPR)
- Personal Capacities Questionnaire (PCQ)/Functional Assessment Inventory (FAI)
- Work Temperament Inventory (WTI)

Unit IV

Job Acquisition (Get)
Assessment & Planning Strategies

A Review of the Employability Development Tasks That Relate to Job Acquisition

Goal of Component B:

Factors that influence task completion that might be assessed:

Assessment and planning strategies:

Job Finding Behaviors

What are they?

Why assess them?

Assessment and planning strategies:

Self-Presentation Behaviors

What are they?

Why assess them?

Assessment and planning strategies:

Self-Presentation and The Job Application

Job Application Assessment: What is it?

Why do it?

When to do it?

How to do it?

- The application:
- Scoring:
- Reporting:
- Planning:

Self-Presentation and the Job Interview

What:

Why:

When:

How:

- Conducting the interview:
- Scoring:
- Reporting:
- Planning:

Other Job-seeking Assessment & Planning Strategies to Incorporate Into a Model EAPP

Job Finding Behaviors	Assessment & Planning Strategies
1.	1.
2.	2.
3.	3.
4.	4.

Self Presentation Behaviors	Assessment & Planning Strategies
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Summary

Process	Choose	Get	Keep
Tasks	Select & Plan for an Appropriate Goal	Find & Acquire a Job	Adapt to & Retain Employment
Influencing Factors	Self & Work Knowledge Vocational Decision Making Program Planning	Motivation Job Finding Ability Self-Presentation Position Performance Skills	
Possible Assessment Targets	Vocational Readiness Aptitudes Interests Personality Work Temperament Personal Capacities	Work Motivation Job Finding Skills Self-Presentation Skills Job Skills	
Assessment & Planning Strategies	EMI OR VPR WTI PCQ/FAI	JSSA	

Unit V

Job Retention (Keep) Assessment & Planning Strategies

A Review of the Employability Development Tasks
That Relate to Job Retention

Goal of Component C:

Factors that influence task completion that might be assessed:

Assessment and planning strategies:

Basic Work Habits and Behaviors

What are they?

Why Assess Them?

Assessment and Planning Strategies:

The Work Personality Profile (WPP)

What it is:

Why use it:

When to use it:

How to use it:

- Using the ratings scale:
- Scoring:
- Obtaining the computer generated report:
- Uses:

On-The-Job Coping Behavior

What are they?

Why assess them?

Assessment and planning strategies:

Work Performance Assessment (WPA)

What it is:

Why use it:

When to use it:

How to use it:

- The Script:
- Scoring:
- Uses:

Summary

Process	Choose	Get	Keep
Tasks	Select & Plan for an Appropriate Goal	Find & Acquire a Job	Adapt to & Retain Employment
Influencing Factors	Self & Work Knowledge Vocational Decision Making Program Planning	Motivation Job Finding Ability Self-Presentation Position Performance Skills	Basic Work Habits & Behaviors Personal & Environmental Coping Skills Interpersonal Skills Work Attitudes & Values
Possible Assessment Targets	Vocational Readiness Aptitudes Interests Personality Work Temperament Personal Capacities	Work Motivation Job Finding Skills Self-Presentation Skills Job Skills	Basic Work Habits & Behaviors Personal & Environment Coping Skills Interpersonal Skills Work Attitudes & Values
Assessment & Planning Strategies	EMI OR VPR WTI PCQ/FAI	JSSA	WPP WPA

Unit VI

Strategies for Empowering & Involving Consumers in the Assessment & Planning Process

Empowerment

Independence

Involvement

Co-Manager

Equal Partner

— Strategies —

Occupational Choice Strategy (OCS)
(small group approach)

Know Thyself
(one-to-one approach)

Occupational Choice Strategy (OCS)

What it is:

Why use it:

Who can use it:

When to use it:

Where to use it:

How to use it:

Know Thyself

What it is:

Why use it:

Who can use it:

When to use it:

Where to use it:

How to use it:

Unit VII

The Environment

Environmental Variables Influencing Vocational Choice, Job Acquisition, and Job Retention

Targets for Assessment	Assessment Strategies

Summary

List of Assessment and Planning Manuals

and

Related Intervention Programs

Assessment & Planning	*Interventions*
Employability Maturity Interview	OCS
Occupational Report	
Vocational Personality Report	
Work Temperament Inventory	Know Thyself
Personal Capacities Questionnaire	
Job Seeking Skills Assessment	Job Application Training
	GET-IT
Work Personality Profile	Behavior Management in Work Settings
Work Performance Assessment	Vocational Coping Training

Additional Copies

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In Rehabilitation & Educational Settings

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